

SCHOOL MANAGEMENT: THE ROLE OF THE SCHOOL MANAGER MUNICIPAL BASIC EDUCATION PROFESSOR DIVALDO SURUAGY

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MUNICIPAL SCHOOL OF BASIC EDUCATION PROFESSOR DIVALDO SURUAGY

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Summary

The study aimed to reflect and analyze what School Management is and how it is applied at the Professor Divaldo Suruagy Municipal Basic Education School. In this sense, it was possible to analyze the role of the Manager, their performance in the institution, their attitudes towards the challenges encountered, their interaction with other employees and with students. In this study, we sought to broadly understand and highlight the role of the manager in contributing to a quality school that favors the teaching and learning of students, with the specific objectives of understanding management and discussing the concepts of school as an organization, highlighting its purposes and functions. Finally, the work provided an analysis that the work of the manager is broad in relation to the institution in which he/she works, aiming to provide the school community with a quality school. **Keywords:** School management. Learning. Quality school.

Abstract

The study aimed to make a reflection and analysis about what it is, and how it is applied to School Management in the Municipal School of Basic Education Professor Divaldo Suruagy. In this sense, it was possible to make an analysis with regard to the role of the Manager, his performance in the institution, his attitudes towards the challenges encountered, his interaction with other employees and with students. In this study, we sought to comprehensively understand and highlight the role of the manager in the contribution of a quality school, which favors the teaching and learning of students, with the specific objectives of understanding management and discussing the conceptions of school as an organization, highlighting their purposes and functions. Finally, the work provided an analysis that the work of the manager is broad before the institution in which he works, aiming to grant the school community a quality school.

Keywords: School management. Learning. Quality school.

1 Introduction

The construction of this article aims to recognize the role of the manager in the construction of a quality school. Demonstrating its actions in relation to the pedagogical area of school. A good school is one that promotes learning for all its students and ensures a successful trajectory. This goal can be achieved with effective support that helps the manager to transform the intention into reality. For this to happen, good management is necessary, with the manager being the one most responsible for developing these goals. Some pedagogical aspects are considered central to school management in which the priority is on the construction, by students, of new and more elaborate ways of thinking, feeling, and acting, the main reason for education.

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The Professor Divaldo Suruagy Municipal Elementary School, managed by Professor José Reinaldo, has a team of 23 qualified teachers, working in three shifts, and aims to provide quality education for its students, involving their families in biannual meetings so that they can give suggestions that aim to encourage their children to rescue the social, moral and ethical values that are being held back by the events in the environment in which they are inserted, promoting the effective participation of the student, taking into account that education is a process based on the knowledge that they have within themselves. It is important to value the administrative principles of the institution where the work is developed, demonstrating satisfaction to parents and students.

Winning over students so that they feel stimulated is very difficult, but it is the task of the manager, together with his entire teaching team, who struggle so hard to achieve this objective. According to Marques (1987, p.69), "the participation of everyone, at the different levels of decision-making and in the successive phases of activities, is essential to ensure the efficient performance of the organization".

The participation of professionals working at the school is a way for the manager to make his/her pedagogical action more active, listening to everyone for better progress, thus exchanging experiences for the growth of the school community.

In order to adapt and structure knowledge based on new information, focusing on increasing the student's learning capacity and logical reasoning, where the student can think about the world around him and the future that awaits him. On the other hand, it is necessary to believe in the manager's potential and ability, focusing on collective success that contributes to the growth of the entity.

To be a good manager, you don't just need a good education. You need to be competent, dynamic, and able to perform all the actions that are assigned to you. You need to know how to face challenges that may arise and create new strategies that can change temperaments and attitudes, taking into account the principles and moral values of society. The role of the school manager is not limited to simply following the rules to ensure that the work is well developed. They are assigned several functions and contributions, since they, as the "administrator", have numerous responsibilities within the institution. Lück states that:

The school manager has the ultimate responsibility for the effective implementation of the system's educational policy and the full development of educational objectives, organizing, streamlining and coordinating all resources to this end. (LUCK, 2005, p. 16).

There are many difficulties encountered in managing a school, however, the manager is one of the main agents in this process, not disregarding the work of the other segments that are inserted in the school environment. It is hoped that what has been exposed here can indicate paths for those who are interested in the topic addressed.

2 Theoretical basis

Understanding school management is not simply knowing what happens within the school, checking whether the work carried out by the manager is right or wrong, it is much more complex than this, since management involves all segments.

The manager is prepared to control conflicts that arise within the educational institution, both among students and among the professionals who work there, leading and contributing to actions that promote the individual and collective success of everyone. The manager should not be seen as an authority in the school, as he or she must work together with others, developing participatory management. It is necessary to form a prepared team that can take the initiative to overcome the challenges that arise in the school environment.

Management is the sole responsibility of the manager, who is responsible for the development not only of the intellectual aspect but also of the physical space, providing support so that all those involved in the institution can do quality work within the required standards. Decisions must be made jointly with a view to the well-being of all those who belong to this body that he administers, creating formulas to solve all problems that arise during the management.

The term management is mistakenly used as if it were a substitute for the term administration. Administration is the process of planning, organizing, and directing in order to achieve objectives. According to Chiavenato:

Administration is nothing more than the rational conduct of the activities of an organization, whether profitable or non-profit. Administration deals with the planning, organization (structuring), direction and control of all activities differentiated by the division of labor that occur within an organization. (CHIAVENATO, 1997, p. 1)

Management, on the other hand, leads us to understand that it establishes the need to direct the school, without impositions. The manager is understood as the administrator of actions and mediator of teaching projects that aim to build new knowledge. Ferreira (2000, p. 306) assures that "management – from the Latin *gestio-onis* – means the act of managing, management, administration (...) management is administration, it is decision-making, it is organization, it is direction." It is necessary to analyze the true

function of current education, taking into account the manager's stance and his/her preparation to achieve innovative results. In view of this, Ferreira says that management:

[...] is related to the activity of driving an organization to achieve its objectives, fulfill its function, play its role. It consists of principles and resulting practices that affirm or disaffirm the principles that generate them. These principles, however, are not intrinsic to management as conceived by classical administration, but are social principles, since education management is intended for human promotion [...]. (FERREIRA, 2006, p. 306)

It is necessary to overcome the image of command in the administration of a system that does not generate changes and defend the idea that those involved in education are managers, administrators of their commitments.

Current policies demonstrate that the school must have a new dimension in its image, focused on the effective participation of those involved for a true construction of citizenship.

[...] School administration is therefore necessarily committed to the explanation and review of educational philosophy and policy, so that the school administrator is, for this very reason, an integral element of the political group in matters of education. Even because, to the extent that one tries to view the administrator as responsible for the implementation and development of an educational process in a given school, he or she will only be able to assume this function to the extent that he or she is capable of perceiving the importance of the proposed objectives, their adequacy to the real needs of a close reality and, therefore, capable of imprinting a new guideline on this program at the moment in which it proves inadequate. (MYRTEES, 1979, p. 134)

The manager's image must be analyzed in an internal management organization. The manager has an important role and great responsibility, and his/her vision must be broad in all educational areas.

2.1 The role of the school manager

The school manager, together with his/her teaching team, is responsible for creating projects that aim to increasingly improve the quality of education, aiming at psychological and intellectual development, where the individual can express themselves safely inside and outside the institution. Without taking into account the standard of living, but rather their performance and creativity, from which they become citizens who actively participate in improving the society in which they live, making it more just and thus being able to fight for their rights. Philippe tells us that:

To take on the management of an educational institution, it is necessary to present an image of coherence, competence, security, which reassures the restless, creates consensus, encourages the undecided, calms extremists, gives meaning to coexistence, etc. To do this, it is necessary to have a certain solidity, a correspondence between the person and the

role, between what should be done and what one knows or likes to do. (PHILIPPE, 2001, p. 55).

There are numerous responsibilities assigned to the manager, among them the management of the school's employees, who must perform their duties so that the school can execute its pedagogical project and thus be able to offer its clientele a quality education. This quality education, in turn, interferes in the training of the manager, producing skills and competencies in him. Libâneo tells us that:

School management, in addition to being one of the functions of the organizational process, is a social and pedagogical imperative. The meaning of the term management, in the school context, differs from other management processes, especially business ones. It goes beyond mobilizing people to effectively carry out activities, as it implies intentionality, defining an educational direction, taking a position regarding social and political school objectives, in a specific society. (LIBÂNEO, 2003, p. 330-331)

The role of the manager is to assume his/her duties with responsibility and leadership so that everyone involved feels assured that they will have quality learning and that they are prepared to face any challenge that may be presented to them during their school years. In view of this, Lück states that:

The school manager has the ultimate responsibility for the effective implementation of the system's educational policy and the full development of educational objectives, organizing, streamlining and coordinating all resources to this end. (Lück, 2005, p. 16)

It is important to emphasize that every management idea of the Professor Divaldo Suruagy Municipal Basic Education School is also associated with other ideals focusing on social policies and citizenship action.

Not taking part in the operation without first informing us of what it is about, the director It treats all employees equally in meetings, when planning teaching and learning strategies and when developing projects that bring resources to the school. Today, the school in question consists of 7 classrooms, 1 multifunctional resource room, and 1 office. It operates in three shifts from 1st to 9th grade of Elementary School. The majority of the teachers who work there have higher education degrees, and others are in training. The school in question has a teaching staff that seeks to improve the development of education based on the acquisition of values. It is important to understand that school management has a style of practice and organization in the exercise of the collective, which defines its professionals as protagonists of their activities to be developed.

We know that being a school manager is not easy, it requires availability to meet the needs of the institution, and must always be aware of the events that occur on a daily basis.

of the institution. Develop activities that motivate teachers to work with satisfaction, awakening their interest in achieving success in their professional growth. It is important that the manager knows how to value the commitment of each professional, demonstrating how satisfied or not he is with their contributions, aiming for better days to come.

2.2 Participatory action

Participatory action takes place through a process that involves the manager, employees, students and especially the family. Seeking quality education where everyone involved is satisfied and walks together fighting for an education that respects and rescues moral and ethical values. It is important to emphasize that there is a great partnership between everyone who is part of the school, working inside and outside it. It is essential that there is creativity and dynamism, to overcome challenges that may arise. The elaboration of projects aiming at better learning for a future quality education, for the intellectual and professional growth of the student.

Management itself gives us the idea of participation, of the group formed by people who decide on situations, acting on them. The development of this organization depends on the action of those involved in it, through work. Demo tells us that:

The best expression of quality is participation, because participation is intrinsically a common human work. Participation is the exclusive human process that enhances social coexistence in the most known and dignified way, making history an experience guided by the common good. (DEMO, 1996, p. 20)

Many experiences, whether positive or negative, are promoted through participation, with people getting involved in certain actions and making them effective. Marques emphasizes that:

The practice of effective participation generates a feeling of sharing that, in itself, stimulates the confrontation of difficulties, promotes the reinvigoration of energies and creates a feeling of involvement with reality and its problems, consequently, it facilitates the discovery of the social character of work. (MARQUES, 1987, p. 69)

Through participation, people develop an awareness of what they are as a whole, mobilizing their energies and attention as an effective part of their social unit and society as a whole. However, this participation only happens if there is interest on the part of everyone, whether they are students, teachers or family members.

The family is one of the most important aspects of the school, since the education of students begins at home within the family. The manager, in turn, needs to invest in the relationship between school, family and teachers, so that they can grow together. It is necessary to be very careful when analyzing the conflicts that exist between teacher and student. A healthy coexistence is a learning process that happens slowly and gradually, starting at home, continuing at school and continuing into life in society. Based on concrete experiences at school, the student will think about this relationship.

The manager, together with his team, has the duty to create projects that favor his work, with the participation of everyone involved in this process. This is not only the manager's responsibility, but also the school community as a whole, emphasizing the family for moral and ethical growth, not only of the individual but of everyone involved, promoting necessary situations to do work that transforms them into citizens capable of making their own decisions that will benefit them in the future. But for this to happen, the participation of everyone is fundamental, so that everything happens very effectively, respecting the educational system, where social inclusion values the human being as an intellectual and social being.

To this end, the manager must create an environment that encourages participation. This participation gives people the opportunity to control their own work, while at the same time feeling part of this context and not just a mere spectator, or even a simple tool for achieving the institution's objectives. With everyone's participation, it is possible to review the individual and collective practice of exercises that promote the school unit's skills for the benefit of all its members. Demo says that:

The best expression of quality is participation, because participation is intrinsically a common human work. Participation is the exclusive human process that enhances social coexistence in the most known and dignified way, making history an experience guided by the common good. (DEMO, 1996, p. 20)

The task of participation within the educational sphere is not at all easy, since it is part of an authoritarian society. The manager, in turn, because he has power, makes participation in his management difficult. Participation is a significant way of promoting greater closeness between the members of the school and reducing inequalities between them. Therefore, participation is centered on the search for more democratic ways of managing a social unit. Participatory management is defined as the process in which conditions are created so that the members of a community not only take part, on a regular and continuous basis, in

their most important decisions, but consciously involve themselves in the construction of the social unit as a whole and its process as a whole.

Dialogue between teachers is of fundamental importance in everyday school life, and this dialogue allows teachers to discuss and analyze their practice. It is essential to be clear today that teachers learn a lot by sharing experiences with each other in the work context. Teachers actively participate in the organization of work, collectively learning new knowledge and skills as well as a way of acting collectively.

One of the basic functions of a teacher is to actively participate in the management of the school organization, contributing to organizational, administrative and pedagogical-didactic decisions. To do this, he or she needs to be well aware of the objectives and functioning of a school, master and competently exercise his or her profession, work as a team and cooperate with other professionals.

Final considerations

The execution of this article helped to rethink the practice of school management, with all the subjects involved in it. Through this work, it was possible to understand the role of the principal in the school. Even when he takes on a leadership role, he is equipped with the best intentions, but he needs to present his work guidelines to his subordinates, with humility and clarity, but also with security and firmness. Complying with these guidelines is of fundamental importance, otherwise he will not be taken seriously.

The social function of the school was analyzed, observing its role in the transmission of knowledge, in the development of the human person and in the formation of citizenship, since no other institution occupies this place in society. The school was characterized as a social space where everyone learns, observing how much the articulation between one and the other contributes to successful management and to the success of all. Finally, the need for the manager to establish a climate of mutual respect was presented, raising awareness among those involved in the educational process so that there is satisfaction and pleasure in the development of the school's pedagogical project. It was emphasized here that the manager, through interpersonal relationships, must value the education professional in his or her human dimension.

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